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ABSTRACT

The teacher's guide contains 25 K-12 lessons which illustrate the activities of all ethnic groups in Wyoming. The Basque, British, Eastern European, German-speaking, Greek, and Italian immigrants are highlighted. Titles include "Costumes by Flannelboard," "National Basque Week," "Dolls From Our Heritage," "Cook-In/Dance-In Ethnic Celebration," "Graveyard Genealogy," and "Nutritional Value of Ethnic Foods and Dietary Food Patterns." Other topics include immigrant coal miners, folklore, ethnic child rearing practices, the transcontinental railway, and British and African immigrants. Activities include mapping, field trips, producing plays, drawing family trees, tasting ethnic foods, researching community cemeteries, writing ethnic autobiographies, writing folk tales, interviewing, and producing multi-media programs. Arranged in order of difficulty and sophistication, the activities are accompanied by identification of grade level and lists of objectives, materials needed, background information, and evaluation methods. (KC)

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PEOPLING THE HIGH PLAINS:

WYOMING'S EUROPEAN HERITAGE

Curriculum Ideas and Guides for Teachers

Edited by

Arnold L. Willems

SO 011 749

Published by the Center for Research, Service and Publication, College of Education, University of Wyoming, Laramie, Wyoming 82071, Fall 1977.

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TABLE OF CONTENTS

	Page
INTRODUCTION.	v
FORWARD	vi
COSTUMES BY FLANNELBOARD Brenda Thompson	1
FAMILY FILMSTRIPS Mary Amundson	3
NATIONAL BASQUE WEEK Rosemary Wilcynski	4
DOLLS FROM OUR HERITAGE Rosemary Wilcynski	6
THE IRON HORSE Betty Smith, Bonnie Nebeker	8
RENDEZVOUS DAY Betty Smith, Bonnie Nebeker	11
WYOMING, THE MELTING POT Betty Smith, Bonnie Nebeker	13
MY FAMILY TREE Deborrah P. Sisty	16
THE EASTERN EUROPEAN IMMIGRANT COAL MINER Nancy Cranford	17
COOK-IN/DANCE-IN ETHNIC CELEBRATION Joanne Thomas	19
FAMILY ALBUM Brenda Thompson	20
GRAVEYARD GENEALOGY--WHO ARE WE? Scott Coffey	21

Page

A BRIEF STUDY OF WYOMING'S HERITAGE
Glenn Fairbank 23

GERMAN FOLK DANCES
Norma Christensen 24

NUTRITIONAL VALUE OF ETHNIC FOODS AND DIETARY FOOD PATTERNS
Bonnie Keller 25

ETHNIC MONOPOLY
Barbara Jo Guilford 26

ETHNIC INFLUENCES IN CHILD REARING PRACTICES
Bonnie Keller 28

FACTS CAN BE FUN
Howard Craton 30

USING FOLKLORE AND VARIOUS GENRES OF LITERATURE TO STUDY NATIONALITIES
Diane Albertini. 32

WYOMING HERITAGE DAY
Shirley R. Haderlie 35

EARLY COAL MINERS
Julie Saylor 39

THE BASQUES IN WYOMING AND THE WEST
William R. Dubois 41

AFRICANIZATION OR ANGLICIZATION?
Sydney Spiegal 43

THE BRITISH IN FREMONT COUNTY: A MULTI MEDIA PRODUCTION
Alma Jane Judson 46

CRIME STATISTICS AND/OR PATTERNS AND LAW ENFORCEMENT RELATED TO EUROPEAN ETHNIC GROUPS IN WYOMING'S COMMUNITIES
Jim Jonns 49

INTRODUCTION

This booklet was written as a result of WYOMING'S EUROPEAN HERITAGE SUMMER INSTITUTE, June 13-17, 1977. Each institute participant authored at least one lesson guide pertaining to Wyoming's European heritage. These 25 guides comprise this book and it is hoped that teachers throughout Wyoming will be able to glean teaching ideas and have this book serve as a catalyst and incentive for creative teaching on their part. Fourth and eighth grade teachers who are required to teach Wyoming history, as well as American history teachers and instructors of certain literature courses at the high school level may find the contents of this book especially appealing.

The teaching guides are arranged by difficulty and sophistication, beginning with those applicable to kindergarten children to those germane to high school students. The address of the author(s) is indicated near the beginning of each lesson guide so that a teacher using a particular guide may know whom to contact in case more information is needed.

One copy of this book was sent to all elementary and secondary schools, both public and private, in Wyoming. Additional copies can be purchased from the Center for Research, Service and Publication, College of Education, Room 304, Graduate Hall, University of Wyoming, Laramie, Wyoming 82071.

Arnold L. Willems
Editor

FORWARD

The people of Wyoming originated in many lands. They brought many diverse backgrounds to the state and contributed their unique heritages to the growth of present-day Wyoming. Europeans were among the earliest travelers through the state. Later immigrants helped build the major industries of the state, especially the transportation and mining industries. Refugees from Eastern Europe and Asia, laborers from Mexico, and miners from Great Britain continue to contribute to Wyoming's growth. The roles which the many immigrant groups played in Wyoming's development have been the subject of little study. However, much rewarding study can be undertaken in this area. Learning of the German singing societies in Laramie and Cheyenne, the Greek and Italian literary societies in Hartville, the Basque festival in Buffalo, and the Slovene celebrations in Rock Springs greatly enhances an appreciation of the multi-ethnic heritage of the Cowboy State.

Until recently, little information has been gathered for the study of ethnic groups in Wyoming. In 1976, a one year grant from the Ethnic Heritage Studies Branch of the Office of Education of the Department of Health, Education, and Welfare, allowed researchers from the University of Wyoming and the several community colleges in the state to delve into the previously unused historical sources. Armed with tape recorders, researchers in all parts of the state interviewed immigrants and the

descendents of immigrants to determine the cultural heritage which these Europeans brought with them to Wyoming. Other researchers searched through newspapers and other available sources to determine the reaction of Wyomingites to these immigrants and the reaction of the immigrants to the new environment of Wyoming. Not only was the cultural baggage of these Europeans determined, but the ways in which these European characteristics were perpetuated in Wyoming was also investigated. The results of that research were presented in a series of essays which will be published shortly after this volume in a book entitled, Peopling the High Plains: Wyoming's European Heritage. One copy of this book will be sent to all elementary and secondary schools, both public and private, in Wyoming. Additional copies can be purchased from the Historical Research and Publications Division, State Archives and Historical Department, Barrett Building, Cheyenne, Wyoming 82002.

Historians at six of the seven Wyoming community colleges and at the University of Wyoming examined the heritage of six European immigrant groups in the course of the HEW sponsored study. The Basque, British, Eastern European, German-speaking, Greek, and Italian immigrants were studied in depth under the auspices of the HEW grant. In addition, a brief survey of general immigration patterns and the process of assimilation in Wyoming was prepared. Many immigrant groups were not considered in this introductory study, but their contributions to Wyoming's history are equally important to those of the groups studied. The conclusions reached concerning these groups, or the process of immigration and assimilation in the state, may not apply to all non-European groups in the same way. These essays merely break the ground in the study of Wyoming's ethnic heritage.

Historians and other researchers must now carry on with the task of studying our multi-ethnic heritage in order better to understand and appreciate the Wyoming which is today.

The study of Wyoming's multi-ethnic heritage is not complete with the simple preparation of another history book. Many history books can be written and presented to the public without really affecting the understanding of the state if use is not made of the results of the research which goes into a book. The important part of this multi-ethnic study of Wyoming's development is the implementation of the research results in existing courses in Wyoming's schools. In order to facilitate the use of these materials in Wyoming's classrooms, an institute was conducted on the University of Wyoming campus in June, 1977. Twenty-one teachers from throughout the state, representing all levels of education, met to discuss the research results and to develop curriculum guides which they and other teachers could use when presenting the material to their students. The guides developed at that institute are presented herein.

This short guide, like the study from which it grew, is not definitive. Each teacher in the state will have many additional ideas on how to present ethnic history in the classroom. This guide is merely designed to present some introductory ideas from which other ideas will grow. The only limitation on methods for teaching Wyoming's multi-ethnic heritage is the imagination of the individual instructor. The ideas presented in this guide hopefully will stimulate many enjoyable and fruitful projects in the classrooms of Wyoming.

Gordon O. Hendrickson
Project Director
Wyoming's European Heritage

Title: Costumes by Flannelboard

Author: Brenda Thompson
Wilson Elementary School
351 Monroe Avenue
Green River, Wyoming 82935

Level: Kindergarten

Objective: The child will recognize ethnic costumes by orally naming their origin (country) while manipulating flannelboard characters.

Materials:

1. Flannelboard
2. Boy and girl flannelboard figures
3. Ethnic costumes made from various materials
4. Guidebooks as follows: Handbook of FolkDoll Costumes and Costume Designing by Handcraft Industries, Chicago, Illinois; The Folk Costume Book by Frances Haire; Picturesque Songs and Costumes Around the World by R. Stanovsky; and encyclopedias

Background Information: Following is an example of a North German male costume.

hat - resembles the old-fashioned white nightcap with a tassel

shirt - soft, white, longsleeved with banded wrists and neckline

woolen jumper (resembles sweater-vest) - worn over the shirt and decorated with heavy stitching and two rows of big, black buttons down the front

neckscarf - worn around the neckband of the shirt

pants - kneepants, not very full, with some bagginess just below the knee where they are gathered in a band and trimmed with small, black buttons. The pants are made of subdued colors (combinations of red, blue, black, or green being common)

completion of costume - white woolen hose to tuck into pants, black shoes with a silver buckle

Activities:

1. Teacher presentation of flannelboard costumes and related facts
2. Free play with flannelboard figures
3. Body awareness exercises to reinforce body part recognition and names of clothing pieces
4. Authentic costume display
5. Paper dolls with costumes to cut out

Activities (continued):

6. Color sheets of ethnic costumes
7. Music and directions for folksongs and dances
8. Field trip to local museum

Evaluation: Individual checkouts to identify costumes of flannelboard figures

Title: Family Filmstrips

Author: Mary Amundson
Sheridan County School District Number One
Ranchester, Wyoming 82839

Level: Primary grades (first grade)

Objectives:

1. Student will learn the basic meaning of ethnic heritage.
2. Student will learn of his/her family heritage.
3. Student will learn the shape of the country from which his/her family immigrated.
4. Student will be shown the location of the country from which his/her family immigrated.
5. Student will learn the basic idea of doing individual research.

Materials:

1. Roll of white paper, cut into pieces (each child to have a portion)
2. Cardboard box with one side cut out to be used for the screen
3. Two cardboard paper towel rolls or two sticks. The finished papers will all be glued together and then glued to the rollers.

Background Information: Students will need to talk with their parents, grandparents, or other relatives who can help them obtain family heritage information. Students may also find information in books at home or from heirlooms which may have been kept by the family.

Activities:

1. Students will draw on their white papers the shapes of the countries from which their families originally immigrated.
2. Students may draw pictures of how their ancestors dressed.
3. Students may draw pictures of how their ancestors came to Wyoming.
4. Students may suggest other drawings which would be appropriate to show something of their families' heritages.
5. Each student will tell the class about his/her portion of the filmstrip roll as it is presented. (These could also be presented to other classes and to parents.)

Evaluation:

1. Review the filmstrips of each child.
2. Ask questions to the students about the heritage of their families.

Title: National Basque Week

Author: Rosemary Wilcynski
Third Grade Teacher
Johnson County School District Number One
Buffalo, Wyoming 82834

Level: Primary grades

Objectives:

1. Students will be able to locate Basque provinces on a map of the world.
2. Students will gain some knowledge of Basque customs, language, music, games, and clothing.
3. Students will be able to identify communities in Wyoming where Basque people have settled.

Materials:

1. Large wall map of the world, also small copies, one for each child
2. Large Wyoming map, also small copies, one for each child
3. Photographs of native Basque people and countryside
4. Articles of clothing worn by Basques
5. Word cards to develop a Basque/English "dictionary"
6. Resource people needed: a speaker, Basque dancers, and a guide for field trip experiences

Background Information: The Basque people have their homeland in the Pyrenees Mountains bordering France and Spain. There are five provinces, three in Spain and two in France. Basque people came to the United States as workers in ranching, mining, etc., but particularly in Wyoming many were sheepherders, working for large ranch operations. The Basque community in Wyoming originated in Buffalo. This has become the center for the Basque people in the state. Rock Springs is also an area of Wyoming where several Basque families have made their homes. Other areas of the world where Basque people have settled are Latin America, Argentina, and Mexico. Many of those in Latin America are herders and ranchers. Some migrated to California during the gold rush days.

Activities:

1. Discuss the history of Basque people.
2. Let classroom children of Basque heritage identify themselves, ask their parents about the homeland (its people and customs), and make reports to the class.
3. Display articles of clothing brought by children (berets, sashes, and other items).
4. Invite resource people to discuss living in the Basque homeland, why they came to America, experiences as newcomers, customs in the homeland, etc.

Activities (continued):

5. Ask resource person to help with pronunciation and spelling of nouns and phrases. Make and display word cards and pictures depicting simple nouns and words of greeting to be used by teacher and children during National Basque Week.
6. Plan a demonstration of Basque dances by people in the community who are generous with their time and efforts in this capacity.
7. Take a field trip, if possible, to a sheep camp to watch herders at their work, to see the sheep wagon which is their home while on the job, and to learn about life as a Basque sheepherder.
8. Discuss in class, or with a resource person, different kinds of work done by Basque people in this country today and in the Basque provinces.

Evaluation:

1. Students will locate the Basque provinces on a map of the world. They will color these areas on their ditto copy maps.
2. On a Wyoming map students will color areas where Basque communities are found.
3. Students will write essays or diaries telling what they think it would be like to immigrate to America and to live as early immigrants did. They are to think about problems in language, problems in learning new customs, and other problems which might arise and put some of these ideas into their writings.

Bibliography:

Douglass, William A. and DaSilva, Milton, Amerikanuak: The Basques in the New World, Reno, University of Nevada Press.

Laxalt, Robert, "Basque Sheepherders: Lonely Sentinels of the American West," National Geographic, 129:6 June, 1966, pp. 870-888.

Eiguren, Joe V., The Basque History Past and Present, Boise, Idaho, Voter Publishing Co., 1964.

Note: An instructional manual in the Basque language has been prepared by Richard Kendall and Domingo Martirena of Buffalo, Wyoming. Copies are filed in the Buffalo Elementary School Library and can be obtained there.

(This activity could be carried out using British, Italian, German, East European, or other ethnic groups.)

Title: Dolls From Our Heritage

Author: Rosemary Wilcynski
Third Grade Teacher
Johnson County School District Number One
Buffalo, Wyoming 82834

Level: Primary grades

Objectives:

1. Children will learn how people of their heritage dressed in their native lands.
2. Children will gain some knowledge of the history of these costumes.
3. Children will develop language skills in demonstrating the clothing of their dolls.

Materials:

1. Tables for display purposes
2. Posterboard for signs and felt tipped pens
3. Library books to provide background history of each culture studied
4. Childcraft or similar reference books
5. Pictures and posters depicting costumes and homeland
6. Bulletin board space

Background Information: Resource information would need to be provided for each group of people being studied. Some of this could come from people in the community who have lived in other countries or who have first-hand knowledge of the groups being studied. Other information could be obtained from reference books, children's books, magazines, etc.

Activities:

1. Discuss with the students their ancestries. Have the students learn from parents, grandparents, etc., as much as possible about native costumes.
2. Plan a display of dolls dressed in native costumes. Students may need to arrange to borrow these.
3. Children may set up displays with signs indicating countries depicted by the dolls. Pictures of the native lands and posters of children from these lands would enhance the displays.
4. On a large map of the world, place markers to locate the countries represented in the study.
5. Children may show pictures or make reports to provide background information about their displays.
6. Bulletin boards might display pictures of the ethnic group countrysides or other pertinent information.
7. If music is available, records could be played in correlation with oral reports and table displays.

Activities (continued):

8. Identify each doll with a card written in the native language if possible.
9. Have students color pictures taken from colorbooks and then mimeographed. (Hayes Publications has a booklet of ditto materials with children of other countries in native costumes.)

Evaluation: Display all dolls and assign a number to each. Have the children write the number and identify the country represented by the doll.

Title: The Iron Horse

Authors: Betty Smith
Big Horn County School District Number Two
Lovell, Wyoming 82431

Bonnie Nebeker
Lincoln County School District Number Two
Afton, Wyoming 83110

Level: Fourth grade

Objectives:

1. Students will gain an understanding that European and Asian immigrants made possible the building of the Union Pacific Railroad as well as the settlement of parts of Wyoming.
2. Students will identify and label the five major Union Pacific Railroad towns in Wyoming.
3. Students will gain an understanding of the importance of building the transcontinental railway.

Materials:

1. Outline map of Wyoming, one for each student
2. Outline map of the United States. This map should include the outline of each state.
3. Patterns for coolie hat and railroad hat, oaktag, crayons, cardboard, scissors, poster paint, and/or watercolors
4. Books: Wyoming's People and encyclopedias

Background Information: During the 1840's fewer than 5,000 miles of railroad track could be found throughout the United States. People from California and Oregon wanted rails to the West. Who should build it? Much money would be needed, so it was felt that the government should build it. Who could do the work? Immigrants needed work and money; therefore, they were hired as laborers and paid partly with land and partly with money. Veterans of the Civil War also needed work; also the end of the Civil War created a need for the railroad.

The railway acts of 1862, 1864, and 1866 helped solve the money problem. Two railway companies, Union Pacific and Central Pacific, were promised 20 sections of land, along with mineral rights, for each completed mile of track. The government would keep all even numbered sections, and the railway would get all odd numbered sections. The two companies would also receive money on a 30 year loan. Monies granted for each mile of track included $16,000 across the prairies, $32,000 through the foothills, and $48,000 over the mountains.

Historians give credit to five men for building the Union Pacific: General Grenville M. Dodge, chief surveyor; General Jack Casement and Dan Casement, contractors; and Oakes and Oliver Ames, money handlers. Most of the Union Pacific workers were Irish, while most of the Central Pacific workers were Chinese. These two groups were rivals in a race to lay the most track in the shortest time.

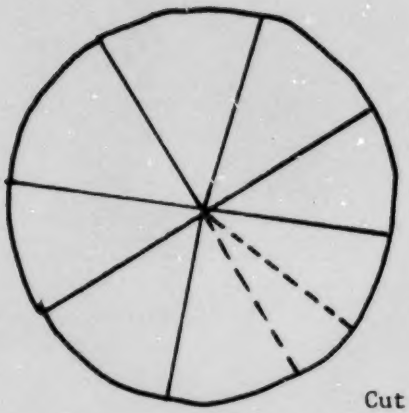
Three miles west of Sherman, Wyoming the surveyors were faced with a problem, that of crossing Dale Creek. They had to span this almost perpendicular gorge, 720 feet long and 130 feet deep. Much of the timber needed had to be shipped from Chicago. This wooden bridge lasted only eight years and was replaced by a steel bridge. This too gave way to progress and was torn down in 1901 when the tracks were moved.

Italian railroad workers moved into Cheyenne and lived on 16th and 17th Streets. Very few Chinese stayed after the railroad was completed. The Irish took up settlements all over Wyoming and became engaged in many types of work. Some moved into other states.

Further background information can be obtained from the following:

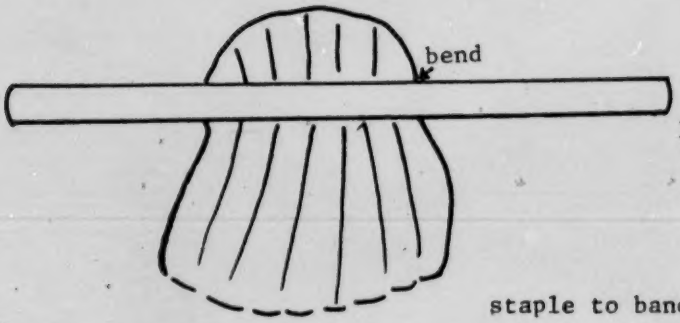
Whittenburg, Clarice, Wyoming's People
Riegel, Robert Edgar, The Story of the Western Railroad, pp. 82-94.
Bragg, Bill, Wyoming's Wealth.
Milne, Bruce and Hoover, Herbert T., A Teaching Guide for the Cultural History and Geography of the Western Frontier and Upper Missouri Region.
The Union Pacific Railroad will send a film about the railroad and some outstanding pictures to use for a bulletin board. Another very good film is "Transcontinental."

Patterns for coolie hat and railroad hat follow on the next page. For the coolie hat, make with oaktag 20 inches in diameter. Color designs on hat with crayons or watercolors. Then cut and staple. Tie strings on hat so it will stay on heads better. For the railroad hat, use oaktag strip big enough to go around student's head. Make beak in center and top. Color stripes with crayons or watercolors.



Coolie hat

Cut out and staple together



length to fit head

staple to band after measured and colored

Activities:

1. Students find the two places where the transcontinental railway started and where the two groups eventually met. Place on United States map.
2. Identify the people who built the railroad. (Irish, Chinese, etc.)
3. Make a map of Wyoming showing where the Union Pacific Railroad goes and label the five major railroad towns.
4. Students make coolie and railroad hats for play; make train for for backdrop.
5. Students make a "Brain Game" using towns, people, and placenames.
6. If possible, take a field trip to Ames Brothers' Monument.
7. Sing songs about the railroad.

Evaluation: Determine whether students have correctly made the map, correctly played the "Brain Game," know the ethnic groups of railroad workers, and have performed in a play.

Title: Rendezvous Day

Authors: Betty Smith
Big Horn County School District Number Two
Lovell, Wyoming 82431

Bonnie Nebeker
Lincoln County School District Number Two
Afton, Wyoming 83110

Level: Fourth grade

Objectives:

1. Students will gain a knowledge of the first white (European) people in Wyoming.
2. Students will gain an understanding of the Rendezvous and its purpose.
3. Students will be able to locate the rendezvous sites in Wyoming.

Materials:

1. Outline map of Wyoming for the placing of rendezvous sites
2. Poster paper to advertise Rendezvous Day
3. Rendezvous items: costumes for Indians, trappers, and traders; trading materials such as mirrors, beads, kettles, knives, metal points, calico, rifles, traps, blankets, skins (real or made from paper), sticks and hoops for games

Background Information: Around the 1780's in England a new fashion for men had a great effect on Wyoming. This fashion, the tall beaver hat, caused trappers to move westward, trapping beaver for their pelts. This trapping brought about the Rendezvous.

The Rendezvous was a fascinating part of Wyoming history. It began because of the necessity to bring supplies to trappers and pick up pelts to take East. This brought trade to remote areas of Wyoming that were inaccessible by boat. Rendezvous were set up at a time and place convenient for both trappers and traders.

Those who met at the Rendezvous were a mixture of Indian allies, their wives, many children, traders, and white trappers called mountain men. Other important figures were Jim Bridger, William Sublette, Kit Carson, Thomas Fitzpatrick, Joe Meek, and Davy Jackson.

Activities at the Rendezvous consisted of trading for pelts and money such items as rifles, traps, scarlet cloth, red blankets, beads, horses, whiskey, and mirrors. Fofurrow included fancy items such as calico, beads, and mirrors. Other activities were exhibitions of fine horsemanship, wrestling, drinking, playing games, making moccasins, drying meat, and telling tall tales around the campfires.

Background Information (continued):

The trapper's life was a hard and lonely one, but his contributions to our country and state are great. After styles changed from the beaver hat to the silk hat, the trappers began to fade away from the mountain streams to the valleys and towns. Some trappers turned to farming; some became guides for westward pioneers and soldiers; but none ever forgot the exciting life as mountain men.

Sites of Wyoming Rendezvous 1824-1840 were as follows:

1825 - Henry's Fork (where Birch Creek joins Henry's Fork)
1829 - Popo Agie (between Baldwin Creek and Middle Popo Agie River)
1830, 1838 - Wind River (adjacent to the junction of the Popo Agie River and the Wind River)
1833, 1835, 1836, 1837, 1839, 1840 - Green River
1834 - Ham's Fork (Four different rendezvous were held here at the junction of Black's and Ham's Fork. This was the site of the American Fur Company.)

For further background information see the following books:

Bragg, Bill, Wyoming's Wealth.
Gowans, Fred R., Rocky Mountain Rendezvous.
Delmont, Oswald, The Life and Adventures of James Beckwourth as told to Thomas D. Bonner.

Activities:

1. Research and label Wyoming rendezvous sites on outline map.
2. Students read about mountain men. Choose one to research and write a report on.
3. Students make posters for a Rendezvous Day.
4. Students make costumes and bring trading items for a Rendezvous Day.
5. Students take an active part in trading, playing games, and telling tall tales. Some of the games to play are squaw wrestle, arm wrestle, and shinny (roll the hoop with the stick).
6. Teacher and students invite a member of a Black Powder Club to visit the classroom, show guns, show costumes, and talk about mountain men.

Evaluation:

1. Check research for correctness, neatness, and completeness.
2. Students place sites on outline maps; teacher checks.
3. Students take part in Rendezvous Day and understand the terms "rendezvous" and "fofurrow."
4. Students write thank you letters to resource people.

Title: Wyoming, The Melting Pot

Authors: Betty Smith
Big Horn County School District Number Two
Lovell, Wyoming 82431

Bonnie Nebeker
Lincoln County School District Number Two
Afton, Wyoming 83110

Level: Fourth grade

Objective: The students will gain an understanding that Wyoming has a European heritage and that Wyoming's history is a continuing process.

Materials:

1. Costumes for characters, poster paint, cardboard for a huge melting pot, a large map of Wyoming, and glitter to outline counties
2. A copy of the play, "Wyoming, The Melting Pot," which can be obtained from either of the authors.

Background Information: The play can be adapted to include many character parts. Some of these are trappers, pioneers, cattle barons, Irish railroad workers, Basque sheepherders, Italian miners, folk dancers, singers, choral readers, a narrator, and Teno Roncalio. One speaker's part is as follows: "I, Celeste Domenico Rancaglio (Teno Roncalio), was born to a Rock Springs coal miner and junk dealer. We were a very poor family. When I was just a small boy, I operated my own push cart and worked as a shoeshine boy. After I finished high school, my family was too poor to send me to college, so I went to work as a reporter and advertising salesman for the Rock Springs Rocket. In 1938 I entered the University of Wyoming where I worked at odd jobs. In 1941 I got my first political job with Senator Joseph C. O'Mahoney in the Senator's Washington, D. C. office. After serving in combat areas in World War II, I returned to the University of Wyoming and finished law school. I practiced law from 1949 to 1957. In 1957 I served as Chairman of the Democratic State Central Committee. Later President Kennedy appointed me to several prestigious commissions. In 1964 I began my congressional career. I have been called the best known Italian-American in political office."

A copy of a suggested choral reading entitled "This God Forsaken Land" can be found at the end of this lesson guide.

Activities:

1. Students will write an autobiography of their ancestries.

Activities (continued):

2. Students will complete as much as possible their family trees.
3. Students will write a short essay telling how they can contribute to Wyoming's melting pot.

Evaluation:

1. The information found as a result of researching characters in the play
2. The accuracy and quality of the background properties for the play
3. The quality of participation in the play, either as speaking characters, singers, or dancers

This God-Forsaken Land

Author unknown

"This God-forsaken land," they call it,
As they gaze with pitying eye.

"Nothing here but hills and sagebrush
And a vast expanse of sky."

"We don't know how you take it,"
Those city folks declare

"And how do you make a living?
Or do you live on air?"

They wonder at the twinkle in our eye,
And the smiles we try to hide,

For in all the lonely windswept land
They can see no cause for pride.

But we can tell them of our ranches,
Where great herds of cattle roam,

And of the flocks of bleating woolies
That claim Wyoming as their own.

We could show them all our wells
That pour forth liquid gold,

And in those places they call "barren"
There are deep, rich veins of coal.

They may not see our fertile ranches
With their fields of hay and grain,

But nestled there among the hills
We have them just the same.

This "loneliness" they talk about
To us is God's own peace;

There's so much beauty all around
That our thanks shall never cease.

Our streams are filled with rainbow trout,
We've antelope, elk, and deer,

We're a mile up nearer heaven
And the air is pure and clear.

Our sunsets glow with color
And in the pearly dawn of morn,

The pungent scent of sage drifts down
On a breeze that's mountain-born.

We don't know much of city life,
Or where they seek God there,

But we do know in Wyoming
That we find Him everywhere.

So to them we'll leave the cities
Where the living is so grand,

And we'll stay in Wyoming
In our God-Beloved Land.

Title: My Family Tree

Author: Deborrah P. Sisty
Sheridan County School District Number One
Ranchester, Wyoming 82839

Level: Intermediates grades (fourth grade)

Objectives:

1. Students will learn about their family heritages.
2. Students will learn to use maps.
3. Students will learn how to research and collect information.

Materials:

1. Paper for sketching a family tree
2. A United States map
3. A world map

Background Information: Pupils will need to talk with their parents, grandparents, uncles, aunts, and other relatives. They may need to write letters if these people are not living in the locality. School, public, and family libraries may have resource books. One set of books that could serve as a resource is The Time-Life Books of the West.

Activities:

1. Draw the family tree on white paper, fill in as many names as possible, and display in the classroom.
2. Use maps to trace family origins.
3. Invite parents, relatives, or other resource people of different ethnic groups to the classroom to tell of their experiences.

Evaluation:

1. Check the family tree for accuracy.
2. Ask pupils about their families. This may reveal information about family trees that might be interesting to other pupils.

Title: The Eastern European Immigrant Coal Miner

Author: Nancy Cranford
Wilson Elementary School
Sweetwater County School District Number Two
Green River, Wyoming 82935

Level: Intermediate

Objectives:

1. The student will learn about the native countries of the Eastern European immigrant.
2. The student will learn about the mining communities in Wyoming around which the Eastern European immigrants settled.
3. The student will learn about tools, equipment, and working conditions in the coal mines in the early 1900's.

Materials:

1. A large map of the world
2. A large map of the State of Wyoming
3. A sand table, corrugated cardboard, cardboard boxes, and tempera paint
4. Pictures of tools and equipment used by the coal miners in the early 1900's (available for loan from Nancy Cranford, 509 Monte Vista Road, Rock Springs, Wyoming 82901)

Background Information: The Eastern Europeans who immigrated to Wyoming in the early 1900's came from today's countries of Poland, Czechoslovakia, Rumania, Hungary, and Yugoslavia. A principal reason that they came to Wyoming was to seek employment in the coal mines. The mining communities near Rock Springs, Lander, Riverton, and Sheridan were settled by the majority of the Eastern Europeans, with Rock Springs and Sheridan having the largest concentration of people of Slavic descent. In and around these communities miners often lived in company towns, commonly known as coal mining camps. These were built by the mining companies and rented to the employees. There was usually a company owned store in the "camp." At the company store a variety of goods was available to miners and their families. Credit was usually available, with the bill being deducted from the miner's wages each payday.

Prior to 1907 the Union Pacific Coal Mines at Rock Springs paid daily wages of between $1.75 and $3.00. In 1908 a miner could earn $3.40 per eight hour day. In 1941 the wage had risen to $6.42 for a seven hour day. For further information read: History of the Union Pacific Coal Mines: 1868-1940 (Omaha: Colony Press, 1940) and Black Diamonds of Sheridan: A Facet of Wyoming History by Stanley A. Kuzara.

Activities:

1. Have the students find the countries of Poland, Czechoslavakia, Rumania, Hungary, and Yugoslavia on a world map.
2. On a large map of Wyoming, use red pins to mark the four communities that were settled by most Eastern European immigrants.
3. Take the students on a field trip to a former coal mining camp.
4. Have students write, direct, and produce a play depicting the Eastern European immigrant's life in a coal camp.
5. On a sand table, have the students construct a replica of a typical early day coal mining camp.
6. Arrange a display of tools and equipment used by the coal miners.
7. Invite an older man of Eastern European descent to visit the classroom and tell about his experiences as a coal miner.

Evaluation:

1. Have the students orally identify the countries of Poland, Czechoslavakia, Rumania, Hungary, and Yugoslavia on a world map.
2. On a map of Wyoming, have the students locate the four mining communities where most Eastern European immigrants settled.
3. Have the students orally identify pictures of tools and equipment used by the coal miners in the early 1900's.

Title: Cook-In/Dance-In Ethnic Celebration

Author: Joanne Thomas
Wilson Elementary School
351 Monroe Avenue
Green River, Wyoming 82935

Level: Grades four to twelve

Objectives:

1. The students will taste foods native to various ethnic groups that have settled in Wyoming.
2. The students will perform folk dances from the various ethnic groups of Wyoming.

Materials:

1. Ethnic foods, plates, cups, spoons, forks, knives, cooking utensils (if cooking takes place in the classroom)
2. Record player, large dance area, book of folk dances

Background Information: This activity will allow children to consult their parents, grandparents, etc., for recipe ideas representing their ethnic heritage. Cookbooks including foreign recipes may also be used. Some examples of ethnic foods are: crumpets and Yorkshire pudding (England); chocolate mousse (France); Irish stew (Ireland); lasagna (Italy); and dark breads (Poland).

Activities:

1. Each child is responsible for bringing a food representing his/her ethnic background. This would be used for a potluck style meal followed by dance activities. Have this activity during the lunch period and invite parents if desired. (Make sure school lunch personnel are notified of those not eating in the school cafeteria.)
2. If the teacher would like to incorporate a lesson in measurement and nutrition, some simple dishes may be cooked in the classroom. Obtain recipes from home or from classroom cookbooks.
3. After the meal teach the children ethnic dances representative of their ancestries.

Evaluation: Match foods that were eaten to the country where they originated.

Title: Family Album

Author: Brenda Thompson
Wilson Elementary School
351 Monroe Avenue
Green River, Wyoming 82935

Level: Grades five and six

Objective: The student will compile a booklet of information regarding his/her heritage from great-grandparents to himself/herself.

Materials:

1. Construction paper
2. Colors
3. Pencils
4. Yarn
5. Staples
6. Binders

Background Information: Each child would have to check into his/her background and have information on his/her ancestors. An information sheet could be completed by the parents.

Activities:

1. When each child has compiled family information, he/she may do. independent study on his/her ethnic heritage.
2. The child may compile a booklet using the following guidelines:
   a. My great-grandfathers
   b. My great-grandmothers
   c. Their families
   d. My grandfathers
   e. My grandmothers
   f. Their families
   g. My father
   h. My mother
   i. My family
   j. Me
3. Each page of the booklet would contain a short summary of the topic, giving facts found interesting, along with an illustration made by the student.
4. Each child could share one interesting anecdote about a member of his/her family.

Evaluation: A short essay could be written to include names of great-grandparents, names of grandparents, ethnic origin, four facts about the family ethnic groups, location of the family beginnings, movements to the United States, and present locations.

Title: Graveyard Genealogy--Who Are We?

Author: Scott Coffey
510 Avenue J
Powell, Wyoming 82435

Level: Grades seven and eight

Objective: Utilize local source areas to determine the ethnic background of area residents and the participating learner.

Materials: Notebook, pencil and a dictionary of surnames to assist in determining the nationality of names found

Background Information: Before or during the project study the ethnic heritage of Wyoming's people. This project will assist in determining the ethnic heritage of the local community.

Activities:

1. Make arrangements to spend an adequate period of time researching the various cemeteries in the community.
2. Assign ethnic teams to search for names, birth/death dates, and significant inscriptions on tombstones or grave markers. A suggestion would be to arrange the teams according to the students' ethnic backgrounds and let them research together.
3. Each team is to prepare a report for class concerning past residents of an ethnic group, average ages of the several groups, significance of numbers of death and births per year, participation in the armed forces, significant sayings or inscriptions found on the tombstones, and mortality rates of infants, males, and females with pattern changes.
4. Contact the local telephone company for adequate copies of telephone books. Have one or two available for each team.
5. Contact the city clerk to see if registry is available for the class survey.
6. Assign each team to survey the area listings to see if subjects have known descendant names still active in the area, subject names found in the cemetery research but not listed in the telephone books, and propose rationale as to why these names no longer survive in the area.
7. Learners will write ethnic autobiographies entitled "Who Am I?" To accomplish this the learner must discuss the ethnic and genealogical history with his/her parents, grandparents, aunts, uncles, etc., to find out his/her ethnic origin (village, city, country, etc.); reasons for migrating to the United States; routes and stop-overs during travels to Wyoming and local area; significant incidents, stories, and happenings that occurred; and any other information about the lives and accomplishments of his/her ancesters.

Evaluation:

1. Team participation
2. Individual participation within teams
3. Written reports
4. Oral delivery

Title: A Brief Study of Wyoming's Heritage

Author: Glenn Fairbank
Sheridan County School District Number Two
Sheridan, Wyoming 82801

Level: Junior High

Objectives:

1. Students will learn about the early settlement of Wyoming.
2. Students will better understand the roles of several ethnic groups in the development of Wyoming.
3. Students will improve group work skills.

Materials: Tapes, 3X5 cards, VTR equipment, 9X11 report paper, filing system, display area, art supplies, mapping area, and mapping materials

Background Information: None given

Activities: (Each group would be selective)

1. Conduct personal interviews with notes, tapes, VTR, etc.
2. Make collections of newspapers, pictures, artifacts, etc.
3. Arrange resource speakers.
4. Make murals of early dress, housing costumes, transportation, and workers.
5. Make charts with percentages, statistics, etc., of immigrants.
6. Give oral or written reports.
7. Publish an "early day" newspaper.
8. Research prominent names in the community.
9. As a culminating activity each group could have its special "Ethnic Day" presentation.
10. Collect recipes and share sample foods.

Evaluation:

1. Give a quiz.
2. Student will be able to list major ethnic groups that make "our" community.
3. Student will identify locations of early day activities.
4. Student, in essay answer, will indicate his/her knowledge of why groups came to Wyoming, when they came, and what they did for a living.
5. Teacher will observe as students successfully plan and carry through their tasks as part of the group.

Title: German Folk Dances

Author: Norma Christensen
Washakie County School District Number One
Worland, Wyoming 82401

Levels: High School, grades ten to twelve (also relevant for junior high and upper elementary grades)

Objectives:

1. To teach high school students some of the folk dances which are a part of the German tradition
2. To acquaint students with special costuming of German dancing groups
3. To teach students to sing some of the German folk songs

Materials: Worland has a group of about 30-35 junior and senior high students who meet regularly to learn and practice German folk music and dance. This group, known as the Tyroleans, dresses in authentic German costume. Members of this group have traveled to Germany twice to perform and to learn more of the customs and background of the German people with whom the dances originated. The group is available for performances throughout the year and can be contacted through Mr. Roy Johnson, Worland Credit Bureau, Worland, Wyoming, 82401.

Background Information: The Tyroleans was originally formed to restore a part of the German culture which has been lost since the original German immigration to the Big Horn Basin.

Activities: The Tyroleans will be brought to a classroom situation for performance. The class could be American literature, social studies, physical education, or music. After the performance, group members will teach class members the songs and dances. The Tyrolean members will present information about song/dance origin and costuming.

Evaluation: Objectives are met when all class members can sing the songs, perform the dances, and tell about the origin of the songs and dances.

Title: Nutritional Value of Ethnic Foods and Dietary Food Patterns

Author: Bonnie Keller
Laramie Junior High
Albany County School District Number One
Laramie, Wyoming 82070

Levels: Junior-Senior High

Objective: The student will become aware of and able to evaluate the nutritional value of ethnic foods and dietary food patterns.

Materials:

1. Ethnic and foreign foods cookbooks
2. Ethnic recipes from community people
3. Recipe cards
4. Cooking and eating equipment and utensils
5. Food items, ethnic dress, and table decor (optional)

Background Information: Teacher and students will research to become familiar with which ethnic groups live in the community and what ethnic foods are often prepared in the homes.

Activities:

1. Students will research the dietary food patterns of ethnic groups living in their community. Use ethnic library references, interview a nutritionist, interview and tape dietary information received, and study food tests which discuss the dietary food patterns of various ethnic groups. Report research findings to the class.
2. Each student will demonstrate the food preparation of one ethnic food which is often prepared in the home of a community member. The class is to evaluate the nutritional value of the food and plan a well-balanced nutritional meal which includes the demonstrated food.
3. The class will prepare a nutritional ethnic group meal. Ethnic group table decor and dress should be used if such items are available. Invite community members of that ethnic group as guests. Review the nutritional value of the meal.
4. Take a field trip to an ethnic group restaurant. Interview the cook and evaluate the nutritional value of the ethnic meals listed on the menu.

Evaluation: Given the recipe of an ethnic food, the student will correctly evaluate the nutritional value and plan a nutritional meal.

Title: Ethnic Monopoly

Author: Barbara Jo Guilford
1820 Russell
Cheyenne, Wyoming 82001

Level: Grades eight to twelve

Objectives:

1. To provide a simulation experience as a motivating or culminating activity for a study of economics in practice
2. To develop in students an understanding of economic interaction of various ethnic groups during the early development of Wyoming
3. To identify historic, economic, and social factors which provided immigrants with rapid advancement

Materials:

1. One Monopoly game for every five or six students. (These can usually be borrowed from students who have them at home or purchased by the school.)
2. Work tables and chairs. (Four student desks can be pushed together to form a table if four students are available for a group.)

Background Information: Free enterprise allowed various ethnic groups who came to Wyoming to work at some occupation. The British developed the cattle industry; Germans, farming and small businesses; Italians, merchandising; Basques, sheepherding; Central Europeans, mining; German-Russians, sugar beet labor and farming; and Scandinavians, lumbering. Although much cooperation probably ensued, the competitive nature of capitalism resulted in a struggle over land, labor, and capital. This same type of competition will result as the students play Ethnic Monopoly. Teachers should let the game proceed until the students are no longer interested. No physical fighting or personal name calling should be allowed.

Activities:

1. Students are numbered off to form four or more groups of five or six.
2. Students are allowed to pick an ethnic group which they will represent.
3. Each student wears the number or name of his/her ethnic group.
4. Tables are set up and separated so each group has a separate area of the room in which to work.
5. Standard Monopoly games are then distributed, and rules are reviewed by teacher and students.
6. New rules for Ethnic Monopoly are explained and written on the chalkboard. They are as follows: The British and German

Activities (continued):

players are at a definite advantage. During the first five throws of the dice, the British players are allowed to reject any negative "Chance" or "Community Chest" cards. In addition, since the other ethnic groups have a language barrier, the British read all the "Chance" and "Community Chest" cards for the other players and deposit them underneath the pile without allowing other ethnic players to see the cards. After the first five throws the Germans are allowed the same privileges as the British. After the first ten throws, regular Monopoly rules are observed.

7. The game should take at least two 55-minute periods. The first period is used to set up groups, review rules, and answer questions. Although play begins in the first period, it will have to be continued a second day. The second day should also include time for counting money and rearranging the room. A third period should be used by teacher and students to discuss what happened to allow the winners to succeed and the losers to fail or lose. Parallels and differences between actual economic activity in Wyoming should be extrapolated. If more time is available, the teacher and students could change the names on the Monopoly properties by labeling them "Oil," "Coal," "Farm Land," "Company Stores," etc., after investigating what has made Wyoming a viable state.
8. Students could learn a basic vocabulary of each ethnic group to enliven the game.

Evaluation: As Ethnic Monopoly is played, the students will become angry, disappointed, elated, excited, etc., depending on how they are doing. If students become more observant of economic activity in Wyoming, have additional questions about our state's history, or wonder about their own behavior or that of fellow students, the activity has achieved its purpose.

Title: Ethnic Influences in Child Rearing Practices

Author: Bonnie Keller
Laramie Junior High
Albany County School District Number One
Laramie, Wyoming 82070

Levels: Junior-Senior High

Objectives:

1. The student will become familiar with child rearing practices which are typical of each ethnic group included in the unit.
2. The student will recognize the differences between male and female role expectations of each ethnic group.
3. The student will examine a child's position as an individual in the family and with his/her peers.

Materials:

1. Tape recorder, note paper, and pencils
2. Old magazines
3. Reading materials relating to ethnic child rearing practices

Background Information: The teacher should be familiar with data relating to patriarchal or matriarchal family order, expectations of male and female roles, and basic values and customs inculcated in the homes.

Activities:

1. Organize student research teams. Each team is to research the child rearing practices of one ethnic group and report its findings to the class for discussion.
2. Tape record voice tones used when various ethnic groups speak to their children. Discuss the connotations of the voice tones.
3. Invite a panel of parents and grandparents to share their philosophies of how their ethnic backgrounds have influenced their child rearing practices.
4. Let students role play social situations which reflect ethnic influences in behavior and sex roles of children.
5. Teacher and students will develop a questionnaire for community individuals which will examine and compare the status and role of their children in the past and present. This questionnaire will focus on ethnic groups chosen for study.
6. Invite a guest lecturer (anthropologist, sociology teacher, etc.,) to discuss the patriarchal/matriarchal families and male/female roles of various ethnic groups.
7. Collect pictures of children who belong to various ethnic groups. Discuss the similarities of the children and possible behaviors which are unique to each ethnic group.

Activities (continued):

8. Organize student committees to list acceptable and non-acceptable behavior of children for a particular ethnic group.
9. Have student buzz groups discuss ways to detect a child's position as an individual in the family and with his/her peers and relate the findings to ethnic values and customs.

Evaluation:

1. Instruct students to write a minimum of two child rearing practices which are typical for each ethnic group studied.
2. Given a list of roles, the students will identify the roles as being male or female for each ethnic group.
3. Each student will write a summary of a child's position as an individual in the family and with his/her peers for each of the ethnic groups studied.
4. The students will be given a written exam which relates to the material covered in the unit.

Title: Facts Can Be Fun

Author: Howard Craton
Assistant Principal
Torrington Middle School
Torrington, Wyoming 82240

Level: Junior-Senior High

Objectives:

1. Wyoming students will have available information about their European heritage.
2. This information will be used to develop an activity aimed at creating interest and excitement in the classroom.

Materials:

1. The teacher needs the research materials presented at the workshop on Wyoming's European Heritage as reported in the book, Peopling the High Plains: Wyoming's European Heritage (available from the Historical Research and Publications Division, Wyoming State Archives and Historical Department, Barrett Building, Cheyenne, Wyoming 82002).
2. The students need 21 two inch by three inch cards.
3. The class needs a score sheet.

Background Information: The teacher or an interested community member, possibly one who helped with the Wyoming's European Heritage project, would review a chapter from the book. Student background and interest should guide the teacher in the selection of a chapter. (For example, because many Germans live in Torrington, students from Torrington would likely select the chapter about Germans.)

Activities:

1. Plan an activity to insure reinforcement of cognitive learning outcomes desirable in a unit on Wyoming's European Heritage.
2. Present the chapter review and explain that students should take precise notes because they are going to be responsible for writing ten questions, each with the correct answers, as part of the unit. (The teacher may want to put notes on the board with many declarative statements which the students can make into questions.)
3. From the material presented by the teacher, the students each write 10 completion-type questions. The answers should be verified by the research available.
4. Students are given 21, two by three inch cards. They number the cards one through 20. Make the numbers large and in the middle of the card.
5. Students write their 10 questions on the backs of the cards numbered one through 10.

Activities (continued):

6. Students write their answers on cards numbered 11 through 20, being very careful to mix the cards so answer 11 does not match with the question on card number one, etc.
7. Card number 21 is the student's own personal answer card with the key to match answers with questions.
8. Divide the class into two teams; sides can be chosen or the teacher can have them number off by two's.
9. On the day before the game, explain the rules. They are as follows: Members of team one will play team two. When playing another person, you must first find a member of the opposite team and sit down in desks facing each other. Spread your cards, one-10 on one side of your desk and cards 11-20 on the other side. When you have thus lined up your cards, trade seats so you have your opponent's cards in front of you. One of the players says "go" and you begin to match answer cards with question cards. The first person finished says "stop," and the opponent takes out his key card and you cooperatively score the game. If the person who called stop has matched all the cards correctly, the game is over, the winner getting 10 points. The person who was not finished gets the number he/she had correct when time was called. If the person who called "stop" misses any of the 10, the opponent may go ahead and finish.
10. Have a brief practice round where team members play only persons on their own team in preparation for the final game.
11. On game day, review the rules. In a central location, place a score sheet with two columns, one for each team member's name and score for each game. Opponents are to go together to the score sheet to record their scores.
12. At the conclusion of one class period, the teacher can determine a team winner and individuals who scored the most points for their teams. Students quickly realize that the more games they play the more points they may score.

Evaluation: When students first prepare questions, collect them and use 10 or more as a pre-test. After the activity use the same questions as a post-test.

Title: Using Folklore and Various Genres of Literature to Study Nationalities

Author: Diane Albertini
Midwest High School
Natrona County School District Number One
Midwest, Wyoming 82643

Level: Secondary

Objectives:

1. The primary aim of this unit is to increase student awareness of other cultures as well as their own.
2. The student will be exposed to the folklore and literature of other ethnic groups.
3. The student will broaden his/her understanding of other ethnic groups and will become more familiar with his/her heritage.

Materials: The following books can be found in the Coe Library, University of Wyoming:

Folklore selections (Italian, German, and others)
Brewer's Dictionary of Phrase and Fable, Harper & Row Publishers
Funk & Wagnall's Guide to Modern World Literature
Journal of the Folklore Institute, Mouton & Company
Folklore and Folklife, The University of Chicago Press
Folklore and Fakelore, Richard M. Dorson, Harvard University Press
Folklore and Folklife, Edited by Richard M. Dorson, The University of Chicago Press
Folktales Told Around the World, Edited by Richard M. Dorson, The University of Chicago Press
Folklore Research Around the World, Edited by Richard M. Dorson, Indiana University Press
A Psychiatric Study of Myths and Fairy Tales, Julius E. Henscher, Charles C. Thomas Publishing Co.
Dictionary of Mythology/Folklore and Symbols, Gertrude Jobes, Scarecrow Press, Incorporated
Fairy Mythology, Thomas Keighty, H. G. Bonn
The Science of Folklore, Alexander Haggerty Krappe, Methuen & Co.
The Classic Fairy Tales, Iona and Peter Opie, Oxford University Press
A Harvest of World Folk Tales, Edited by Milton Rugoff, The Viking Press
About the Sleeping Beauty, P. L. Traver, McGraw-Hill Book Co.

Specific German selections (some available in German) are:
Modern German Literature, two volumes, Frederick Ungar Publishing Co.

Materials: Specific German selections (continued)

Handworterbuch des deutschen Marchens, Antti Aarne
Great Epics of Medieval Germany, Roberts Brother, George Theodore Pippold
Kinder und Haus-Marchen, Jacob und, Wilhelm Grimm
Teutonic Mythology, four volumes, Jacob Grimm, Dover Publishing Co.
Myths of Northern Lands, H. A. Guerber, American Book Company
A Short History of German Literature, James Kendall Hosmer, Scribner and Sons
German Proverbs, Kremer, Stanford University Press
Germany 2000 Years, two volumes, Kurt F. Reinhardt
Deutsch Literatur Geschichti, Fritz Martini, Alfred Kroner Verlag
A History of German Literature, Ernst Rose, New York University Press
Literature in Medieval Germany, Paul Salmon, Barnes & Noble
Die Volkeryahlung, Leopold Schmidt, Erich Schmidt Verlag
Deutsch Heldensage, Schneider & Wisniewski-Watter, Grugter and Company

Italian selections (some available in Italian) are:

Italian Manners & Customs, Guesippe Marco Antoniw
Roman Myths, Michael Grant, Charles Scribners & Sons
America in Modern Italian Literature, Donald Heiney, Rutgers University Press
A Guide to Contemporary Italian Literature, Sergio Pacifci, The World Publishing Co.
The History of Italian Literature, Francesco de Sanetio, Basic Books Inc.
Bread and Wine, Fontamara, and The Seed Beneath the Snow, by Ignazio Silone
Readings in Italian Literature from Alfuri to D'Annuzio, J. F. de Simoni S. F., Vanni Publishing
Dizionario Storico delle Litteratura Italiana, Vittoria Twu, G. B. Paravia & Co.
Other suggested authors: Boceaccio, Ignazio Silone, and Luige Pirandello

German authors or works are:

Niebelungenlied - collection earliest Germanic mythology
Wilhelm Busch - Max und Moritz
Grimm's Brothers Tales
Hesse
Kafka
T. Mann
Bertolt Brecht
Others: Willa Cather, Dee Brown, and Richard Wright

Background Information: The objectives can be fulfilled by reading and studying folklore and mythology of particular ethnic groups or ethnic groups present in the community. The unit can be taught as a mini unit using folklore and mythology, or it can be expanded into a larger section by using short stories, plays, novels, and poetry that deal with particular ethnic groups. The emphasis of this lesson is on Italian and German literature and culture, but other ethnic groups could be used.

Activities:

1. Have students read folktales or myths in groups or as individuals. Readings can also be recorded on tapes.
2. As groups or individually, students can research where the tales originated, why they continue to be told, and what changes have taken place over the years. These findings should be presented to the class.
3. Divide students into groups to select a tale and write a modern day version.
4. Present the modern version with props, costumes, etc. Videotape it.
5. Students can list and discuss superstitions or customs prevalent in their homes or community.
6. Using an adage or custom, students can write their own tales. Pictures may be provided to illustrate specific scenes.
7. Students should discuss what regional or local characteristics were learned from the folklore and myths.
8. Each student can research his/her family tree and present it to the class, using any form of media: transparency, poster, ditto copies, etc.
9. Students may invite people of various ethnic backgrounds to the classroom for any type of presentation.
10. Students can divide into groups and research the ethnic background of the community.
11. Learn and sing folk songs of different origins.

Evaluation: Students can be evaluated by a test on the information presented and on the quality and quantity of their project work.

Title: Wyoming Heritage Day

Author: Shirley R. Haderlie
Lincoln County School District Number Two
Afton, Wyoming 83110

Level: Secondary

Objectives:

1. Students will identify the various ethnic groups in the community.
2. Students, faculty, administration, and community will become more aware of and more appreciative of the various ethnic groups and their contributions to the school, the community, and Wyoming.
3. Students will discover how the various ethnic groups have assimilated into the school, community, and state.
4. Students will gain greater pride for their ethnic heritage.
5. The school and community will have a reason to celebrate Wyoming Day, December 10.
6. Greater cooperation will exist among various segments of the school and community.

Materials:

1. Family ethnic background sheets showing time of immigration to Wyoming (See sample on page 38 for suggestion.)
2. Decorating materials, tables, lumber, etc., for booths
3. Food items for cooking ethnic recipes
4. Costume materials and regalia
5. Envelopes, stamps, and writing paper
6. Musical scores, records, and tapes

Background Information: As a result of a study under the direction of Gordon O. Hendrickson, in cooperation with the University of Wyoming College of Education and History Department, it is obvious that Wyoming is a state where many and varied ethnic groups have immigrated in order to homestead, ranch, mine, hunt and trap, work on the railroad, or build businesses. Some of these groups have completely assimilated with the core groups; others have not yet made this transition.

The research for the above-mentioned study will be published to serve as reference material. Other information may be obtained by research within the various communities of Wyoming or by writing to the Coe Library, University of Wyoming and the Historical Research and Publications Division, Wyoming State Archives and Historical Department, Barrett Building, Cheyenne, Wyoming 82002.

Activities:

1. Explain the project, its objectives and needs to administration, faculty, and students, soliciting their support and cooperation and setting Wyoming Day, December 10, as the day for culminating all activities with an assembly and other events featuring the project results. Each ethnic group might set up a booth in the school halls or gym, decorating it with flags, crepe paper, and other art work and displaying foods, handicrafts, and other creations unique to the group. Students operating the booths might also dress and speak as much as possible according to the native country.
2. Distribute, collect, and compile the family ethnic background forms and divide students into work groups.
3. Solicit help from the music department to teach folk songs, classics, and other vocal and instrumental numbers to be used in the culminating festivities. Some music may need to be purchased; other selections may be in the instructor's files or brought in by students.
4. Request cooperation from foreign language, speech, and English departments to teach folk tales, myths, short stories, and other literature/language units for the project.
5. Cooperate with home economics instructors to work on foods, costumes, customs, and celebrations relative to the chosen ethnic groups.
6. Solicit help from the history and art departments to make flags, decorations, and maps and collect regalia to display at the culminating festival. History students could also do considerable research to enhance the activity.
7. Request assistance from shop students in building display booths for the final celebration. These could be as simple as long tables with uprights attached to the corners. If they are put against a wall, this would provide a back for the booth. The tables and walls would then be used to display the materials collected and made. Food could also be put in the booths and sold, or it could be given free depending upon the budget.
8. Solicit space and assistance from the publications department to include advance and follow-up stories and pictures in the school newspaper. Also see that the community newspaper keeps informed. School annual pages might also be reserved to record the activity.
9. Request that the business department send special invitations to parents, community and state leaders, and neighboring schools. Perhaps some well known leaders of special ethnic heritage might be asked to speak at the culminating assembly.

Evaluation:

1. Possibly the greatest attitudinal evaluation would be the enthusiasm shown during the activity and at the culminating event.
2. Feedback from parents and others outside the school would indicate the success or failure of the activity.

Evaluation (continued):

3. A written evaluation might be to have all students in English classes write an essay expressing new values or appreciations gained of an ethnic group other than that of their own background. This could be extended to their own if they have found new values and appreciations.
4. Research papers might be written regarding any ethnic group.

Sample Family Ethnic Background Sheet

Note: This sheet may be altered to fit the information desired and the availability of such information. It is given as a suggestion for gathering ethnic background information needed for the project.

Student

(Surname) (Given Name)
Grade_____
Place of Birth_____

Student's Father

(Surname) (Given Name)
Place of Birth Year
Year moved to Wyoming

Student's Mother

(Maiden Name) (Given Name)
Place of Birth Year
Year moved to Wyoming

Father's Father

(Surname) (Given Name)
Place of Birth Year
Year moved to Wyoming

Father's Mother

(Maiden Name) (Given Name)
Place of Birth Year
Year moved to Wyoming

Mother's Father

(Surname) (Given Name)
Place of Birth Year
Year moved to Wyoming

Mother's Mother

(Maiden Name) (Given Name)
Place of Birth Year
Year moved to Wyoming

Father's Father's Father

(Surname) (Given Name)
Place of Birth Year
Year moved to Wyoming

Father's Father's Mother

(Maiden Name) (Given Name)
Place of Birth Year
Year moved to Wyoming

Father's Mother's Father

(Surname) (Given Name)
Place of Birth Year
Year moved to Wyoming

Father's Mother's Mother

(Maiden Name) (Given Name)
Place of Birth Year
Year moved to Wyoming

Mother's Father's Father

(Surname) (Given Name)
Place of Birth Year
Year moved to Wyoming

Mother's Father's Mother

(Maiden Name) (Given Name)
Place of Birth Year
Year moved to Wyoming

Mother's Mother's Father

(Surname) (Given Name)
Place of Birth Year
Year moved to Wyoming

Mother's Mother's Mother

(Maiden Name) (Given Name)
Place of Birth Year
Year moved to Wyoming

Title: Early Coal Miners

Author: Julie Saylor
Campbell County Junior High
Campbell County School District Number One
Gillette, Wyoming 82716

Level: Secondary

Objectives:

1. The student should learn about early coal mines and mining.
2. The student should learn about the living conditions of the early miners.
3. To personalize this unit, the student should learn about his/her ethnic heritage and what motivates migration and immigration.

Materials: A number of general western and Wyoming history texts may be consulted, especially those with sections on immigration. The following is a suggested list:

History of the Union Pacific Coal Mines 1868-1940, Omaha, Colonial Press, 1941.

Keizara, Stanley A., Black Diamond of Sheridan: A Facet of Wyoming History (to be published Fall, 1977).

Papinikolas, Helen A., Toil and Rage in a New Land: The Greek Immigrants in Utah. Historical Quarterly, 38, (Spring, 1970).

Larson, T. A., History of Wyoming, Lincoln, University of Nebraska Press, 1965.

Background Information: The prospect of working in the mines brought many European immigrants to Wyoming. In the late 1800's, coal mines were developed along the Union Pacific Railroad in the southern part of Wyoming and along the Burlington Northern Railroad in the northern part. Opening of the mines created a large labor demand because the mines were shaft mines and the coal was removed with hand axes. Since the work did not require fluency in the English language or a particular skill, it was a good place for immigrants to make a living.

The Britons were among the earliest immigrants to work in the mines. They had a headstart on the other immigrants because they knew the language and had mining experience. Consequently, Britons usually gained higher positions. Other immigrant groups who worked in the Wyoming mines were the Eastern Europeans, the Greeks, the Italians, and, in later years, the Basques. When immigrants arrived, they found a rather barren land with few amenities. Many planned to stay just long enough to accumulate savings, but obviously many stayed and helped shape Wyoming history and culture.

Background Information (continued):

Once again coal mining has become a major industry in Wyoming and again we have a rapid flow of newcomers who are homesick and lonely in a seemingly barren land. These newcomers often plan to make some money and "go home," but like the European immigrants of earlier years many of them will stay and become a part of Wyoming.

Activities:

1. Students should do project A-1 or A-2 followed by project B.

A-1. Students should write a basic written report on coal miners, including where they came from, where the mines were in Wyoming, major years of mining operation, how the work was done, living conditions for the miners, customs brought from Europe, etc.

A-2. Students should divide construction paper into eight or nine boxes or squares. Some squares will be used for maps of mine locales, former homes of immigrants, etc., and some squares will be used for sketches of housing, tools, clothing, etc. Some squares will be used for written information as in suggestion A-1.

B. Students will interview parents and grandparents to find out the immigration and migration history of their families including as much detail as possible about why ancestors moved from one place to another and customs stressed by the families which might be related to the ethnic heritage. This information could be presented in informal oral reports, poster reports, or formal written reports.

Evaluation:

1. Evaluate the reports in the usual manner, considering the availability of resources in the area.
2. Larger units might be tested objectively or subjectively.

Title: The Basques in Wyoming and the West

Author: William R. Dubois
1002 Randall
Cheyenne, Wyoming 82001

Level: Secondary

Objectives:

1. To learn more about the Basque heritage in Wyoming and in the West
2. To study the background of the Basques from the standpoint if their European history
3. To distinguish and study the differences between the Spanish Basques and the French Basques
4. To understand why many Basques have come to the Americas and particularly to the western United States (Primogeniture Law)
5. To discuss why there are so many more French Basques than Spanish Basques in Wyoming
6. To learn about the Basque language, their customs, their clothing, and their foods
7. To understand the Basque relationship to the sheep industry in the American West
8. To discuss and become aware of the Basque acculturation and assimilation into the American society, especially in Wyoming

Materials:

1. Books as follows:
   Peopling the High Plains: Wyoming's European Heritage, chapter entitled "The Basque Americans" by David Cookson (available from the Historical Research and Publications Division, Wyoming State Archives and Historical Department, Barrett Building, Cheyenne, Wyoming 82002)
   A Book of the Basques by Rodney Gallop
   Amerikanvak by William Douglas and Jon Bilb
   In a Hundred Graves: A Basque Portrait by Robert Laxalt
2. Magazines as follows:
   "The Colorful Basques," Out West Magazine, May-June 1954, p. 26.
   "The Basques," Empire Magazine (Denver Post), April 13, 1969.
3. Resource people (for Cheyenne and the near area): Arnaud Auzqui, Jack Auzqui, Paul Etchepare, John Etchepare, Joe Etcheverry, Walter Nelson, Donald Nelson, Dave Cook, and Mrs. Bill Thomson (There are usually Basque people in other areas who are employed with Warren Livestock Company.)

Background Information: (included with materials)

Activities:

1. Read and discuss the livestock industry.
2. Give special emphasis and discussion on the "Woolies," (A good source is Vanguards of the Frontier by Everett Dick, chapter XXII.)
3. Discuss the types of people who go into the business of raising sheep. (This involves personalities as well as nationalities.)
4. Read, lecture, and discuss the Basque people. (It would be best if enough materials were available for each class member. The articles from Empire can be obtained in quantity.)
5. Bring in resource people to talk about their Basque heritage or what they know about the Basque people from having worked with them. Display any clothing or costumes the resource people may have. Play records, demonstrate dances and songs. Perhaps resource people could teach volunteer students some dances, songs, or some simple Basque vocabulary. (If the speakers cannot come to the class, it would be possible to interview them with slides and cassette tapes or videotape. For future use it might be wise to videotape the presentation for use in the classroom.)
6. Study together a Basque cookbook or recipes that are easy to prepare. Have class members select recipes and plan a Basque luncheon with the students preparing the food. (Some could be brought from home and some could be done in the home economics kitchen. Microwave cooking will heat up foods in a short time.)

Evaluation:

1. Following the guest speakers and the luncheon, discuss with the students what they have learned.
2. A test can be formulated and given. An objective test is possible, but a more accurate picture of the students' knowledge and appreciation of the Basque culture would be evident in an essay exam.

Note: This same lesson could be easily used in other areas of Wyoming. Instead of using Basques, use an ethnic group found in the locality.

Title: Africanization or Anglicization?

Author: Sydney Spiegal
Laramie County School District Number One
Cheyenne, Wyoming 82001

Level: Secondary

Objectives:

1. Students will be aware of the tension between assimilationist and nationalist pressures in the lives of America's ethnic groups, particularly those in Wyoming.
2. Students will develop skills in the techniques of interviewing and of interpreting data derived from interviews.
3. Students will develop a personal opinion on the extent to which their own ethnicity should be integrated into their sense of personal identity.
4. Students will develop an opinion as to how "ethnic" or how Anglicized the United States should be.

Materials: The existence of a distinct, non-Anglo-Saxon ethnic group in the community is vital to this project. Examples are the Greeks in Cheyenne, the Chicanos in Rawlins, the Blacks in Casper, the Indians in Riverton, the Slovenians or Italians in Rock Springs, the Poles in Sheridan, the Basques in Buffalo, etc. In addition, it is important to have access to persons in the school or community who possess knowledge of statistics and of clinical psychology interviewing techniques.

Background Information: Many persons in each non-Anglo-Saxon ethnic group in the United States have had to make some decisions about the extent to which they wish to accommodate to the dominant culture and the extent to which they wish to retain their traditional culture.

Should Chinese-Americans leave Chinatown for the suburbs? Should Jewish children continue to attend the Talmud Torah where they receive a formal education in Jewish religion and culture? Should the high school "English" curriculum include works by Polish poets and Spanish playwrights? Should Black parents demand the inclusion of ancient African kings in the American history curriculum? Should Martin Luther King's birthday be a national holiday? Should children of ethnic groups be encouraged to maintain their ability to speak the language of their grandparents?

These are the kinds of questions which have been swirling around the acculturation process of America's non-Anglo-Saxon ethnic groups. The way such questions are answered will have an impact on both the future of America's culture and the sense of identity possessed by her citizens.

Background Information (continued):

Modern psychology has demonstrated clearly the psychic damage done to Black children as a result of their having had a negative self-image. Recent history has shown that an awakening sense of identity among Blacks turned, in many instances, into an angry, strident nationalism--a nationalism which was at least partially a reaction to previous self-hatred.

Hopefully this project may play a small part in helping the acculturation process proceed calmly, without rage, in your community. This is a hope which depends on the kind of intercultural tolerance, appreciation, and sensitivity this project may help to motivate.

Activities:

1. The high school social studies, psychology, and mathematics departments will combine skills to produce an interview for one or more non-Anglo-Saxon ethnic groups. In addition they will prepare a one or two question poll for persons of Anglo-Saxon heritage.
2. The interview will be aimed at determining whether retention or rejection of a person's ethnic heritage is a factor in the development of positive or negative self-images.
3. In working on the project, students must be told how many people must be interviewed to obtain a statistically significant sample, trained in sensitive and tactful interviewing techniques with particular attention to sensitive matters in certain specific ethnic groups such as referring to adult Blacks as "boys" or "girls," and informed about isolating factors such as economic status, sex, or educational attainments which might also influence the development of positive or negative self-images. (The interview will include questions necessary to elicit such information.)
4. In determining the degree to which the interviewee has been assimilated into the dominant culture, the Milton Gordon* indices may be utilized. This includes the following classifications:
    a. cultural - the extent to which the person is devoted to his/her culture's food, dress, and language
    b. structural - the extent to which the person is integrated into his/her group's neighborhood and community institutions
    c. marital - whether the person has married within his/her ethnic group
    d. prejudice - the extent to which the person has been conscious of prejudice and discrimination directed at his/her group by the dominant culture
    e. civic role - the extent to which the person is involved in civic and political activities of the dominant culture
    f. self-identification - the extent to which the person identifies with his/her ethnic group or with the dominant culture

*Milton M. Gordon, "Toward a General Theory of Racial and Ethnic Group Relations," in Glazer and Moynihan, Ethnicity.

Activities (continued):

5. Included in the interviewing activity will be a reliable sample of persons of Anglo-Saxon heritage who will simply be asked whether they prefer to see the United States develop along culturally homogeneous or heterogeneous lines. This question will also be asked of the non-Anglo-Saxon interviewees. The interviewees should also be asked to give a brief reason or explanation of their opinions.

Evaluation: Give the following four question essay test:

1. Describe the tension between assimilation and non-assimilation forces on the non-Anglo-Saxon persons interviewed.
2. Describe what you have learned about interviewing techniques and the interpretation of data derived from interviews.
3. Explain how the project has affected your own decision to retain or reject, and to what degree, your own ethnic heritage.
4. Explain how this project has affected your personal opinion of how culturally homogeneous or heterogeneous American should be.

Title: The British in Fremont County: A Multi Media Production

Author: Alma Jane Judson
Fremont County School District Number Two
Dubois, Wyoming 82513

Level: Senior High (A pre-requisite for this class is a video production or photography class.)

Objectives:

1. Students will collect as much data and materials as possible pertaining to persons of British descent in Fremont County.
2. Students will develop a written and visual history of the county.
3. Students will gain a greater sense of "roots."
4. Students will gain greater pride in belonging to certain ethnic groups as well as to the county.

Materials:

1. Video camera, film, video taping machine, video cassettes, television set, cassette tape recorder/player, cassette tapes, slide camera(s), 35 mm film, carousel projector(s), screen(s), labels, notebooks, scrapbooks, and access to a copy machine
2. Telephone books of the area and a copy of A Dictionary of British Surnames (available through the Wyoming State Library)
3. Source book, Peopling the High Plains: Wyoming's European Heritage, chapter entitled "Country Squires and Laborers: British Immigrants in Wyoming," by John C. Page (available from the Historical Research and Publications Division, Wyoming State Archives and Historical Department, Barrett Building, Cheyenne, Wyoming, 82002)

Background Information: Fremont County, Wyoming, has a large number of persons with British backgrounds. Some of these persons have been in the area for some time, while others are of more recent arrival. Harry Garner of Lander, for example, immigrated to the United States from Scotland, via Canada. He and his wife, Nancy, also a Scottish immigrant, have been engaged for some years in the raising of registered sheep. Nancy's brother, "PeeWee" MacDougal, has long been the Fremont County Sheriff.

Mrs. Geni Luke of Dubois is another recent immigrant. Mrs. Luke was born in Africa where her father was an officer in the army of Queen Victoria. She came to Wyoming via England. Geni has many wonderful memories that would enrich the "roots" of any student. Others in the Dubois community are two men of Scottish background. One is the grandson of one of the founders of Denver University, and the other is the descendant of a group of ministers and educators who translated the Bible into Lakota.

Background Information (continued):

There are many others in the county who are descendants of early trappers, miners, farmers, ranchers, and businessmen of various British backgrounds. The names may suggest their heritage: Hawley, Scarlett, MacDougal, Shakespeare, etc. The Shakespeares are descendants of immigrants from the British Isles and Indians in the Fremont County area, so their "roots" go back a long way. The chapter in the source listed under "Materials" will be a valuable point in beginning this project.

It is suggested that nine to 18 weeks be allowed for this project. The instructor and students should have some knowledge in one or more aspects of video production, and/or photography. A desire to work toward a good finished product is also important. This project should be an elective one rather than required.

Activities:

1. Discuss what each person in the class knows of his/her background. This should lead into discussion of persons known to them who have a British background.
2. Collect the names of persons in Fremont County with British heritage. Use the names of persons known by the class. Then use The Dictionary of British Surnames, county cemeteries, Fremont County telephone books, and the Fremont County Historical Society.
3. Request permission to interview the people found.
4. Divide the class into groups as follows: interviewers, researchers, photographers, and those who would do video taping. Researchers would go to the files of the Lander Journal, the Riverton Ranger, and to the files owned by the Dubois Episcopal Church of a now defunct newspaper once published in Dubois. Photographers would take pictures, develop film, make slides, etc.
5. Collect the data. This would require some travel time and trips to other sections of the county. Material would need to be brought together weekly to eliminate duplication.
6. Finish the production. Re-tape the video film onto video cassettes, dub in the sound of music and voices, develop the pictures, make scrapbooks, and label objects given to the school for a permanent collection and those items which might have been loaned for a short time.

Evaluation:

1. The evaluation of this production would lie in the presentation of the final product and in its authenticity.

Evaluation (continued):

2. Present the program to those persons in the community who would like to learn more of the ethnic background of Fremont County as well as see the results of student research and production.

Note: This project could be adapted to any county in the state. Any and all groups, British, German, Eastern European, Basque, Italian, Greek, or others could be featured. Materials could be exchanged with other schools in the state, bringing together a living heritage of our past and present for others to have available in the future.

Title: Crime Statistics and/or Patterns and Law Enforcement Related to European Ethnic Groups in Wyoming's Communities

Author: Jim Johns
Laramie County Community College
Cheyenne, Wyoming 82001

Level: High School, preferably junior and senior years

Objectives:

1. Familiarize the student with the criminal activities or illegal actions of European ethnic groups during the latter part of the nineteenth century and early part of the twentieth century.
2. Draw attention to the possible use and misuse of raw data as they apply to a potentially controversial subject.
3. Stimulate student awareness concerning the existence of city/county records relating to law enforcement.
4. Research jail and court records.
5. Analyze the data collected in conjunction with the conclusions presented by the Dillingham Commission concerning the illegal activities of immigrants. Such matters as rate and type of crime commission, the similarities and differences between various ethnic groups, and a comparison with the criminal activities of the native element are to be handled.
6. Show the difficulty of objectively and scientifically interpreting the data and thereby drawing meaningful and constructive conclusions.
7. Introduce the student to the methods and sometimes the inadequacies of record keeping used by past law enforcement agencies.
8. Determine the ethnic composition of the law enforcement agencies. Patterns or the absence of them will be noted.

Materials:

1. A machine to duplicate original documents
2. A tape recorder to interview police officers or clerks who are familiar with the types of information needed
3. History texts relating and analyzing the Dillingham Commission's summaries. A few examples are:
   The Immigration Problem by Jenks and Lauck (eds.)
   Race and Nationality in American Life by Oscar Handlin
   Strangers in the Land by John Higham
   Ancestors and Immigrants by Barbara M. Colomon
   American Immigration by Maldwyn Allen Jones

Background Information: The conclusions of the Dillingham Commission concerning crime and the immigrant are very controversial. In fact, the entire 41 volume Report of the United States Immigration Commission (1911) is controversial. One such conclusion states

Background Information (continued)

that "the proportion of the more serious crimes of homicide, blackmail, and robbery, as well as the least serious offenses, is greater among the foreign born." In another summary the Commission states that "Immigration had increased the commission of offenses of personal violence (such as abduction and kidnapping, assault, homicide, and rape). . ."

Likewise, it is reported "that crimes against public policy as prostitution, disorderly conduct, drunkenness, and vagrancy had increased with immigration." These conclusions have been vigorously challenged by historians since the Commission manipulated the data or was unduly selective in its choice of sources.

The teacher must also be aware of the Commission's concern with distinguishing the "new" immigration from the "old" immigration and in doing so showing the negative features of the "new" immigration. Extreme care must be taken not to repeat this same bias. The purpose of this project is not to vilify or sanctify any ethnic group or member of an ethnic group. This cannot be overemphasized.

Activities:

1. Give students a preparatory lecture to familiarize them with the Dillingham Commission's report and criticism of it by historians.
2. Have students discuss the best and most courteous methods of gathering necessary documentation.
3. Students will contact local agencies having records needed for project.
4. Students will interview police officers.
5. Students will make individual and group analysis of materials gathered.

Evaluation:

1. Material collected.
2. Group deciphers raw data through group discussion; then each group's conclusions are criticized by members of the other groups. The possibility of bias is dealt with.
3. An interpretive essay exam is given to determine the student's understanding of the project's goals and the value of using caution when researching a potentially sensitive subject.